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From the Principal

Dear Student

You are entering your initial phase of your senior schooling. Much thought and experience has gone into preparing this booklet for your benefit. Make use of this booklet and of the people around you - parents, older siblings, teachers and career counsellors to make appropriate decisions for yourself. I hope that you are able to make decisions that will situate you in the best place to succeed and discover your strengths and abilities.

This comprehensive document allows you to access the pathway most suited to your talents and dreams, inclusive of seeking an entry to University or further study, becoming Work Ready at the end of your Queensland Certificate of Education, completing a school based Traineeship/Apprenticeship or pursuing a sporting pathway, or a combination of these. All are possible if you seek the wisdom of support personnel. Combining academic and vocational pathways provides a wonderful platform to enhance choices and opportunities.

Years 10 and beyond at school may be among the most challenging and rewarding years of your life. You will discover new directions on your way to your Queensland Certificate of Education at St Columban’s which will include:

➢ An opportunity to taste subjects you may like to pursue in Year 11 & 12
➢ Much higher academic demands in each subject area
➢ Increased freedom to manage your own learning
➢ A higher expectation on you to contribute to College life
➢ Relationships between you and staff becoming much more adult to adult, with implied responsibilities
➢ More demands on your time making it important to balance study, work and play.

Our “Partnership of Excellence” is paramount to successful outcomes. I would like to remind students and parents of their contractual obligations. The challenge is for you to set your goals and work hard to achieve them.

The journey will be in your hands. We are all here to help you in your choices, but ultimately it is up to you. May you be blessed in the decisions you face and in the rich experiences, and challenges ahead of you.

Ann Rebgetz
Principal
The College Process

The process of subject selection for 2015 Year 9 students who are proceeding into Year 10 in 2016 is as follows:

1. Each student will be enrolled for 7 subjects, these subjects run for the full school year, which will include:

   Religion
   Essential English or English
   Mathematics or Mathematics Extension
   Science

   Please note: Students must nominate their choice of English and Mathematics

2. For Year 10 you must select 3 Electives plus 2 extra Reserve subjects
   The reserves will be used if we cannot timetable your first preferences

3. Students planning to study English in Years 11 & 12 must complete Year 10 English to a ‘C’ standard.
   Students planning to study a Science subject in Years 11 & 12 must complete Year 10 Science to a ‘C’ standard.
   Students planning to study Maths B or C in Years 11 & 12 must complete Mathematics Extension to a ‘B’ standard.

4. Students unable to be placed in their initial subject choices will be assigned their reserve option preferences. Where this is not possible, students will be interviewed by the Assistant Principal Senior Phase to ascertain new selections.

5. Subject selections will be assessed by the Assistant Principal Senior Phase.

6. You will enter your 3 Elective subject choices plus 2 Reserve choices into the Subject Selection Online (SSO) database. You will be given your own personal Log-in, and a start and finish date with instructions prior to the commencement of the Subject selection process.
Learning Framework

These Frameworks make explicit the core purposes of St Columban’s as a Catholic College in educating and equipping students with distinctive qualities that enable them to contribute to our ever-changing global context in a meaningful and positive way.

At St Columban’s College, we:

- Form persons of spirit who actively explore our personal relationship with God, celebrate our uniqueness and live a life of moral integrity
- Educate persons of tradition who recognise the importance of honouring and learning from the past, live authentically in the present and engage transformatively with the future
- Build persons of community who live in quality relationships amongst all members of the school, parish and wider community, make individual contributions, honour diversity and live in a just and inclusive manner
- Utilise Literacy for Life strategies in all aspects of the College community life to enhance a student’s chances of being a literate and informed citizen
- Provide a supportive College environment where all students are able to develop in a socially responsible, equitable and respectful manner
- Enhance a student’s employability skills through their development as life-long learners who demonstrate self management and interpersonal skills, initiative and resilience
- Provide structured learning opportunities that enable all students to actively acquire knowledge and demonstrate that knowledge in a clear, skilful, accurate and articulate manner
- Foster student engagement in creative and critical thinking tasks which extend their knowledge and equip them with learning that has value beyond school
- Promote collaborative and empathetic learning where students work and think interdependently, value and support one another’s individual differences and experience positive, constructive and respectful feedback from their teachers and peers
- Develop reflective, self-directed learners who are confident, responsible, reliable, persistent and independent
- Provide learning environments that are student centred, flexible, adaptable, supportive and inspirational and which effectively integrate innovative pedagogical practices, including technology
- Promote and support the acquisition of professional learning by staff which extends their knowledge and skills in teaching, learning and subject specific material
- Recognise staff professionalism which is characterised by continuous collaborative learning (through professional conversations and connected learning teams), reflection, passion and personal growth

St C - engaged in transforming learners of Spirit, Tradition and Community
Guidelines for Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Overall Plan

As an overall plan you are advised to choose subjects:

- You enjoy
- In which you have achieved good results
- Which reflect your interests and abilities
- Which help you reach your career and employment goals
- Which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

1. Career pathways

It is helpful if you have a few career ideas in mind before choosing subjects. Your Career Voyage results are a good indicator of jobs suitable for you at this time. If you are still uncertain, try to select subjects which will keep several career options open to you. The Assistant Principal Senior Phase may be able to help.

You will also need to be aware of the various pathways you can take to obtain the skills, knowledge and qualifications you will need to get a job in the career areas in which you are interested.

The following resources are available:

- My Future Website: [www.myfuture.edu.au](http://www.myfuture.edu.au) provides a wealth of information about career planning, education and training, and the employment in Australia.
- The Job Guide (Qld) provides information on occupations and subjects needed for particular occupations and courses.
- OZJAC is a career information database which provides the most up-to-date information on courses and this is available on the network.
- Other career information, such as brochures from industry groups shows the various pathways to jobs within these industries.
- The Tertiary Prerequisites 2018 book, provided by QTAC, provides advanced information on subjects required for entry to university and TAFE advanced diploma and diploma courses.
- Students will be given a Learner Unique Identifier (LUI) number from the College which will give them access to the QCAA Student Connect website that provides valuable information regarding career information and access to their personal and enrolment details.
- Our College Website contains a wealth of information that might assist parents and students in selecting Senior Subjects.
2. Subjects offered by the College
The College will offer the following types of subjects:

Authority Subjects
- These subjects, approved by the Queensland Curriculum & Assessment Authority (QCAA), are offered statewide in Queensland secondary schools and colleges. Achievements in these subjects are recorded in the Senior Certificate and are used in the calculation of OP’s and Selection Ranks.
- Students who do not achieve a ‘C’ standard in a related Year 10 subject may find Authority Subjects in Year 11 and 12 difficult. Certain subjects will have prerequisites.
- Your Overall Position (OP) is dependent on how well you achieve in your subjects. You need to choose subjects in which you have most chance of doing well.
- Many Authority Subjects may be taken in Year 11 without prior study of similar subjects in Year 10.
- To attempt subjects such as Mathematics B, Mathematics C, a ‘B’ standard in Extension Mathematics is required. Chemistry, Physics, Italian and Dance requires students to have some successful background study in related Year 10 subjects.

Authority Registered Subjects (Study Area Specifications)
Authority Registered subjects are those devised from QCCA Study Area Specifications or developed by the College for which a study plan or work program is accredited. Achievements in these subjects are recorded on the Queensland Certificate of Education. They are not used in the calculation of an OP but may be used for Selection Ranks. Authority Registered Subjects/SASs emphasise practical skills and knowledge relevant to specific industries and/or provide experience in topic related contexts.
Subjects as follows:
- Visual Art Studies
- Drama in Practice
- Essential English
- Industrial Technology
- Pre vocational Mathematics
- Recreation Studies
- Religion and Ethics

Vocational Education and Training (VET)
Student achievement in subjects with vocational competencies receives credit towards qualifications recognised nationally within the Australian Qualification Training Framework (AQTF).
In 2016 these subjects (and their vocational outcomes) which are offered are:-
- Business Certificate III
- Christian Ministry & Theology Certificate III - Youth Ministry
- Construction Certificate I
- Creative Industries Certificate II – Media
- Dance Certificate II
- Early Childhood Education and Care Certificate III
- Fitness Certificate III
- Fitness Certificate IV
- Hairdressing 1 Certificate II
- Hairdressing 2 Headstart to Hairdressing Certificate III
- Hospitality Certificate II – Food and Beverage Focus
- Hospitality Certificate II – Kitchen Operations
- Sampling and Measurement Certificate II – Science
- Sport and Recreation Certificate III
- Tourism Certificate II
- Workplace Practices Certificate II

Before commencement of courses, students will receive information relating to –
- Recognition of Prior Learning (RPL) for skills (learning) gained through other courses of study and/or
- Experience in relevant areas of endeavour
- Mutual Recognition arrangements
- Course Content and Assessment requirements and
- Appeals and Grievance processes related to the course
Recorded Subjects
A Recorded subject is a subject other than an Authority Subject, Authority Registered subject, offered by a school or other educational institution approved by the QCCA. Recorded subjects can be either approved TAFE subjects or qualifications from specialist accredited agencies, e.g. in music, dance and speech and drama (AMEB, Trinity College London etc.) Recorded subjects are not used for calculating OP’s or Selection Ranks but may be entered on the Queensland Certificate of Education.

3. Subject Details
- Take these steps to ensure you understand the content and requirements of each subject
- Read subject descriptions and course outlines in this booklet.
- Listen carefully to input by College Subject Co-coordinators and teachers.
- Listen carefully to subject selection talks.
- Talk to students (e.g. older students) who are already studying the subject.

4. Choose a combination of subjects that suits your needs and abilities

Traps to avoid
- Do not select subjects simply because someone has told you that they “help you get good results and give you a better chance of getting into university or getting a better OP”.
- Try not to be influenced by suggestions that you should or should not choose a particular subject because a friend / brother / sister either liked or disliked it or the teacher when they studied it.

Vocational education
Consider taking subjects with vocational education modules embedded in them if:
- You are interested in a particular subject because it relates to or could provide a pathway to a career that attracts you
- Success in the subject may give you advanced standing (credit) in a higher level course in which you are interested.
Religious Education

Catholic schools are founded on the premise that religion is an essential dimension of education. Parents want their children to be educated in the faith in all its richness, complexity and promise. This religious dimension is made particularly explicit in the subject Religious Education which is a key learning area in Catholic schools and a major educational priority. Therefore it is a mandated and compulsory subject for all students at St Columban’s.

The Religious Education Program is based on the Religious Education Archdiocese of Brisbane (2013) Document or (Syllabus). Some of the units studied have been written and supplied by the Brisbane Catholic Education Website (as Learning Bytes), whilst other units, have been written by staff at the College. The individual units are part of a sequential study of content and process, which extend into the Senior School Religious Education Programme.

The content of the Religion Curriculum P-12 is organised into four interrelated strands – Sacred Texts, Beliefs, Church and Christian Life. Each strand has its own distinctive body of Knowledge.

The four strands comprise of three distinct yet interrelated substrands:

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<tr>
<th>Sacred Texts:</th>
<th>Beliefs</th>
<th>Church</th>
<th>Christian Life</th>
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<tr>
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<td>Writings and Wisdom</td>
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Religious Education

Catholic Schools are educational institutions and faith communities. Religious Education is understood to consist of two distinct but complimentary dimensions, that can be described as ‘teaching people religion (classroom learning and teaching of religion) and teaching people to be religious, in a particular way (the religious life of the school or the spiritual formation of students and their faith development)’ Religious Education, Archdiocese of Brisbane, (2013).

Liturgy and Prayer

The College Community celebrates Eucharist at the opening and closing of the College year and at other times as appropriate eg House Masses. On Friday mornings, the College Community is joined by parishioners from St Peter’s for the celebration of the Eucharist.

There are other Liturgical celebrations on Heritage Day, Anzac Day, Remembrance Day and so on. Feast Days and other important religious events are marked by prayer in student notices. There is also the opportunity for prayer every day in PC groups.

What is studied?

- Term 1 - The Mystery of God
- Term 2 - Religious Voice in the World
- Term 3 - Responding to the Sign of the Times
- Term 4 - Making Amends, Moving Forward

How are students assessed?

A variety of assessment instruments are completed including:

- Exams
- Orals
- multimodal presentations
- written response and research assignments.

Year 10 is an important time to discern which of the Year 11 and 12 Religion options are most suitable for students.
English

The study of English for our learners provides multiple learning opportunities and experiences to develop effective communication skills. The Year 10 English Curriculum Program is designed to provide two pathways of studying English. Both pathways will extend and develop the three integrated strands of the Australian Curriculum:

- Language
- Literature
- Literacy skills

English

This course offers a pathway for students who want to study Senior English in Years 11 and 12, and may be planning an academic pathway in the future. Learners will further develop and improve literacy and language skills whilst developing an appreciation of literature through:

- writing and creating
- reading and viewing
- listening and speaking

The high expectations of study and demands on learning ownership will develop essential skills that are necessary for Senior English in Years 11 and 12.

The semester units are Youth Identity and Australian Identity and the texts that are utilised will vary in terms of complexity and origin.

Essential English

This program offered in Year 10 is an alternative pathway for the study of English. Learners who are planning on studying a vocational pathway will have the opportunity to select an alternative English pathway that will still follow a curriculum designed to develop and improve literacy and language skills of the Australian Curriculum, including some study of literature, but it will provide more vocational style learning opportunities and experiences.

Flexibility of Options

Our flexible learning approach will mean that it will be possible for learners to transition between the two pathways by completing an entrance and exit program, which will work as a bridging program. It will be possible to move from English to Essential English and Essential English to English during Year 10.

It is suggested that if students and parents are unsure of which option is most suitable, they should consult with either the student’s current English teacher or the English Coordinator.
Mathematics

All students will select a Mathematics subject in Year 10

**Mathematics Core**

This course follows the Australian Curriculum for Year 10 Mathematics. It includes the study of Algebra, Measurement and Statistics. This course is suitable for Mathematics A or Mathematics B and is at a slower pace than Extension Mathematics.

**How students are assessed?**

Each semester students should expect a minimum of 2 exams and an assignment or project.

**Future Subject Pathways**

This subject will give students the chance to experience Mathematics A or Mathematics B in Senior. Students who struggle with this course may consider Prevocational Mathematics as an option when selecting Mathematics in Year 11.

**Mathematics Extension**

**Recommended Standard of entry**

Students should have achieved at a minimum ‘B’ standard in Year 9 to be successful in this course.

**Why study Mathematics Extension?**

This course is based on the 10A Australian Curriculum and is an introduction to Mathematics B and Mathematics C at a fast pace.

**What is studied?**

The students in this course will cover Algebra, Quadratics, Geometry, Measurement, Data and Statistics.

**How students are assessed?**

Each semester students should expect a minimum of 2 exams and an assignment or project.

**Future Subject Pathways**

A significant achievement of a ‘B’ standard or better is a prerequisite for selecting Mathematics B in Year 11.

**Requirements**

All Maths students will need a notebook and Scientific Calculator
Science

Historical and cultural factors influence the nature and direction of science, which, in turn, affects the development of society. Decisions about the ways that science is applied have both short and long term implications for the environment, communities and individuals.

All Year 10 students are expected to undertake Science as a required part of the Australian Curriculum. Some flexibility is possible in special circumstances upon request and explanation. Future studies in Years 11 and 12 Science areas, University courses as well as many careers require a student to have some background in knowledge, problem solving, analytical and critical thinking, and laboratory skill in the Science field. Therefore, students with an interest in science-related careers are strongly recommended to study Science in Year 10, which allows them to build a strong base for their specialised Science studies in Years 11 and 12 and beyond.

Studies of Australian Curriculum - Science are conducted within three strands, with each strand divided into several sub-strands:

<table>
<thead>
<tr>
<th>Science Understanding</th>
<th>Science Inquiry Skills</th>
<th>Science as a Human Endeavour</th>
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</thead>
<tbody>
<tr>
<td>▪ Biological Sciences</td>
<td>▪ Questioning &amp; predicting</td>
<td>▪ Nature &amp; development of Science</td>
</tr>
<tr>
<td>▪ Chemical Sciences</td>
<td>▪ Planning &amp; conducting investigations</td>
<td>▪ The use &amp; influence of Science</td>
</tr>
<tr>
<td>▪ Physical Sciences</td>
<td>▪ Processing &amp; analysing data and information</td>
<td></td>
</tr>
<tr>
<td>▪ Earth &amp; Space Sciences</td>
<td>▪ Evaluating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Communicating</td>
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</table>

Science as a Human Endeavour provides the context within which students develop their understanding of the four areas of Scientific Study and Scientific Inquiry Skills provide the ‘tool set’ of methods with which to explore, analyse, evaluate and generally ‘make sense’ of the natural and technological reality around them.

*Inquiry based learning* is the over-arching method of scientific study in the Australian Curriculum.

<table>
<thead>
<tr>
<th>TOPICS COVERED</th>
<th>ASSESSMENT</th>
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<td>▪ Chemical reactions</td>
<td>▪ Laboratory inquiry reports</td>
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<td>▪ Inheritance and Evolution</td>
<td>▪ Research assignments</td>
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<td>▪ Energy transfers and transformations</td>
<td>▪ Extended Experimental Investigations</td>
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<td>▪ Energy conservation and efficiency</td>
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<tr>
<td>▪ Motion of objects</td>
<td></td>
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<tr>
<td>▪ The Origins of the Universe, galaxies, stars and solar systems</td>
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<tr>
<td>▪ Global cycles of matter and interactions of global systems</td>
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</tr>
</tbody>
</table>
Business Education

The Registered Training Organisation is St Columban's College - 30351

Course Costing: $Nil

In Business Education, students are introduced to the senior subjects of Accounting, Business Management, and Economics all of which are subjects offered in Years 11 and 12.

Students will also undertake a BSB10115 Certificate I in Business as part of this subject.

Whilst there are no prerequisites for Year 11 and 12 Business subjects, this elective is strongly recommended if you are planning to study any of these subjects in senior.

What is studied?

Accounting
Students become equipped with an understanding of key accounting terms and processes and financial concepts. The following areas of study covered are:

- The accounting equation
- Types of accounts
- Recording of financial transactions (general ledger through to trial balance)

Business Management
Knowledge and skills are developed in effectively managing a business organisation. Students are introduced to the four key roles of management:

- Marketing
- Operations
- Human Resources Management
- Finance

Economics
Students will develop their economic understanding through real-life, relevant and current investigations of economic issues revolving around:

- Economic systems & decision making
- Relationship between needs, wants and resources
- Modern economics
- Different types of industries
- Stock market

BSB10115 Certificate I in Business
The Cert I in Business gives students a taste of studying a VET subject. They undertake competency-based assessment in order to achieve their Certificate I.

The units of competency incorporated in the subject are as follows:

- BSBWHS201 Contribute to health and safety of self and others
- BSBIND201 Work effectively in a business environment
- BSBCMM101 Apply basic communication skills
- BSBITU101 Operate a personal computer
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBWOR202 Organise and complete daily work activities

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate I.
Dance

This strand focuses on students using dance as an aesthetic means of ordering movement and the structuring of gesture and motion to capture and convey ideas, images and feelings, using the human body as the means of communication.

What is studied?
The following units studied over the course of the year are as follows:

Pursuing Dance

‘World Dance’ allows students to learn a range of dances from different countries and cultures, thereby increasing the movement vocabulary from which they are able to draw upon for choreography, performance and in identifying choreographic influences. Students will learn a Modern Folkdance, the latest Indian dance style “Bollywood”, as well as African and Belly Dance.

‘Through an audience’s eyes’ explores popular dance with a focus on Musical Theatre. Students will discover genres of dance which appeal to an audience.

Worldly Challenges

‘Pioneers and Beyond’ builds on the knowledge acquired in previous units. Topics that will be explored are Pioneers of Contemporary dance and their rebellion against Ballet as well as the development of Contemporary into Post-modern ideals. Students will learn ‘Contact improvisation’, ‘Chance Theory’, weight bearing and other valuable choreographic and structural devices.

‘Let’s Get on with the Show’ focuses on the elements of performance and production both on stage and backstage. Students learn about the aspects to consider such as costume, lighting, sound, stage space and make up application for stage. Students will then take on the role of choreographer and producer to create their own mini production based on a theme.

How are students assessed?

Dance outcomes are organised in terms of:

- Choreographing
- Performing
- Appreciating

Special Requirements

Students are required to wear a Dance uniform consisting of a St Columban’s dance shirt and sport shorts. Dance pants are available but are not compulsory.
Digital Technologies

Students are introduced to the Senior subject of Information Technology Systems, which is a subject offered in Years 11 and 12. Whilst there are no prerequisites for ITS in Year 11 and 12, this elective is strongly recommended if you are planning to study the subject in senior.

Why study Digital Technologies?

Technology, mobile devices, the Internet and computers are now a part of everyday life for the digital generation. This subject offers students the ability to learn new skills to use with their computers while also exposing them to the issues with the uptake of new technology.

What is studied?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
</tr>
</thead>
</table>
| Introduction to Computer Systems and Hardware | - What is a computer?  
- How does a network work?  
- Computer Hardware  
- Computer Software  
- Operating Systems |
| Introduction to Digital Visual Mediums | - Graphic Design Theory  
- Photoshop  
- 3D Modelling  
- Basic Animation |
| When will computers become smarter than us? | - Artificial Intelligence  
- Expert Systems  
- Robotics  
- How is technology improving our world? |
| Programming, Scripting and User Interface Design | - Programming Principles and Theory  
- Python Scripting  
- Programming Applications |
| Social and Ethical Issues in Information Technology | This is embedded in to each unit and ties in with the College’s focus on Digital Citizenship |

How are students assessed?

Students are assessed through individual projects that reflect their personality and skill level. Some of the Assessment Instruments include:

- Minor projects
- Major projects
- Knowledge exams
- Written reports
- Multi-media presentations
Drama

Drama focuses on students expressing and communicating understanding about human issues and experience through the enactment of real and imagined events. While interacting in a range of roles, relationships, situations and contexts they investigate feelings, actions and consequences. Students develop confidence and self-awareness as they collaborate to prepare and share drama. They develop understanding of the forms, styles and purposes of drama in a range of contexts.

What is studied?

The 2 units studied over the course of the year are described as follows:

“Keeping It Real” - Drama

In this unit, the whole process of theatre and performing a play will be studied. Students will read and perform a modern Realist play before writing their own, based on Australian cultures, as a group and performing it.

They will engage fully in the rehearsal process in order to produce a polished, controlled Drama production.

“Over The Top” - Media

This unit will be an introduction to storyboarding, scripting, visualising, camera techniques and editing.

In collaboration with others, students will explore film and television, the development of short films and short film production, within a Soap Opera context.

How are students assessed?

Drama objectives are organised in terms of:
- Forming
- Presenting
- Responding

Whilst the Media objectives are organised in terms of:
- Design
- Production
- Practice
- Critique
Geography

Recommended Standard of Entry
Year 10 Geography follows from the study of Humanities in Years 8 and 9. It is a full year subject. Students should have achieved a ‘C’ or higher standard in Year 9 Humanities and/or English.

Why study Geography?
- Geography helps develop many transferable skills valued by employers (such as good analytical and evaluative communication skills, numeracy and literacy skills and the ability to work as a member of a team).
- Geography helps students develop decision-making and problem solving skills which will become useful in many aspects of life beyond school.
- Geography provides students with an insight into the world beyond South-East Queensland.
- Geography provides students with the opportunity to observe real world examples of many concepts studied in class through fieldwork and excursions.
- Geography provides students with the opportunity to experience tasks relevant to careers that utilise geographic skills using integrated computer technologies and spatial technologies.
- Year 10 Geography will also assist in preparing students for senior Humanities subjects, as methods of teaching and types of assessment are modelled on the senior history subjects.

What is studied?
Geography is the study of the Earth’s surface as the space in which people live. It is the study of places, peoples, societies and environments and the relationships between them. Knowledge will be developed through geographical skills based on case studies, fieldwork and relevant tasks.

Year 10 Geography investigates environmental processes and physical landscapes (Physical Geography) and cultures, societies and human behaviour (Human Geography).

<table>
<thead>
<tr>
<th>Physical Geography</th>
<th>Human Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Processes</td>
<td>Cultures</td>
</tr>
<tr>
<td>Physical Landscapes</td>
<td>Societies</td>
</tr>
<tr>
<td></td>
<td>Human Behaviour</td>
</tr>
</tbody>
</table>

How are students assessed?
Students are assessed through a variety of assessment instruments, which allow them to showcase their abilities and maintain elements relevant to work in geography related fields.
Assessment instruments include:
- Knowledge tests
- Field reports
- Practical exercises

Requirements
Students considering taking a Humanities subject in Years 11 and 12 are strongly encouraged to study at least one Humanities subject in Year 10. The Senior Authority subjects are Geography, Modern History, Ancient History, and Legal Studies. Tourism is a Certificate II course offered by the Humanities Department. Entry to such subjects will be at the discretion of the College if no Humanities Subject was studied in Year 10.

An integral part of Geography is attendance at fieldwork - there are two compulsory single day excursions in Year 10 Geography.
Graphics

This unit is a more advanced course of study developing on the skills learnt in Year 9 and prepares students for the type of work that they will encounter in the Senior Graphics course.

Why study Graphics?
To develop skills in
- Interpreting, generating and creating graphical communication
- Planning and production in simulated real-world contexts
- Making judgments and justifying decisions to achieve clear communication
- Standards and conventions that make graphics an international language
- Computer aided graphical production in both 2D and 3D

Requirements
- An interest in producing precise and accurate work
- An ability to solve problems and research solutions
- An ability to document developing ideas
- An interest in working with computer technologies (2D & 3D CAD)
- An ability to be self-motivated to complete tasks
- An interest and pride in producing “professional” work
- An interest in discovering “how things work”

What is studied?
The areas covered will include:
- Engineering Drawing
- Architectural Drawing
- Business Graphics

Students will work through a set program of drawings and will make extensive use of Autodesk CAD Programs, (CAD - computer aided drawing) using 2D and 3D packages such as:
- Inventor
- Revit

NB: To enter Senior Graphics in Year 11, it is suggested that a student should have successfully completed this unit.

Assessment
Assessment in this unit will take the form of:
- Portfolio work
- Individual design assignments
- Short response exams
Health and Living Technologies

Recommended standard of entry

This subject is for students with an interest in health, nutrition and sustainable living. It is an advantage if you have studied Food Technology in Year 9, but is not essential.

Why study Health and Living Technologies?

- Provides a pathway into authority subjects Home Economics or Health Education in Years 11 and 12
- Provides a foundation for students interested in pursuing careers in nutrition, dietetics, teaching, fitness or environmental sustainability
- Combines theory with practical studies
- Covers a range of health, technology and social issues

What is studied?

- Food and Nutrition
- Families and Society
- Healthy Communities
- Living Environments

Practical skills gained include:
- Basic food production skills
- Textile production skills

How are students assessed?

- Process journal
- In class essay
- Research assignment
- Design project
Health and Physical Education

**Recommended Standard of Entry**

Students should have achieved a ‘C’ standard completion of both Year 9 English and, Health and Physical Education or Sport Excellence.

**Why study Physical Education?**

- Health units involve an introduction to Health issues in Australia
- Physical Education involves students learning in, about and through physical activity
- Students will be able to acquire knowledge, skills and understandings of themselves and others as performers and participants

**What is studied?**

Students study a variety of Health and Physical Education Theory units as well as sports and activities as outlined below.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>OzTag</td>
<td>Volleyball</td>
<td>Athletics</td>
</tr>
<tr>
<td>Energy for Sport</td>
<td>Game Analysis</td>
<td>Sports Media</td>
<td>Sports Technology</td>
</tr>
</tbody>
</table>

**How are students assessed?**

Each term students will have to complete written and practical tasks to show their knowledge in the assessable criteria of:

- Acquiring
- Applying
- Evaluating

Written assessments include:

- Exams
- Essays and research reports
- Presentations

Practical assessment involves the performance of:

- Drills and games in the particular activity

**Requirements**

Students will be required to have regular access to their sports uniform.
**Recommended Standard of Entry**

Year 10 History follows from the study of Humanities in Years 8 and 9. Students should have achieved a ‘C’ or higher standard in Year 9 Humanities and/or English.

**Why study History?**

- Through History people investigate, interpret, explain and describe changes and consequences in human affairs over time. Students inquire into the past, using primary and secondary sources of evidence, to interpret events, focusing on motives, causes and effects.
- Through History, young people learn to approach the present and the future in a creative way, characterised by critical thinking, careful reflection and well-founded decision-making.
- Students investigate the ways cultures have emerged and developed over time, and the changing ways in which individuals and societies have developed in different times and places. They study conflicts, reforms, revolutions, race relations and peace efforts.
- History helps young people respond to the challenges, uncertainties and debates of their own society and the increasingly globalised world.
- Year 10 History will also assist in preparing students for senior Humanities subjects, as methods of teaching and types of assessment are modelled on the senior history subjects.

**What is studied?**

History offers students an extensive range of themes and topics. It includes topics from a range of time periods and geographical contexts. People and events from Ancient, Medieval and Modern times will be studied from Europe, Australia, Asia, Africa and the Americas. Concepts such as civilisation, revolution, empires, democracy, and civil rights will be investigated. History is based on inquiry and students are actively involved in locating, interpreting, analysing and evaluating historical sources.

<table>
<thead>
<tr>
<th>Ancient</th>
<th>Modern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology – Bog Bodies</td>
<td>World War II – The Pacific War</td>
</tr>
<tr>
<td>Ancient Egypt – Power</td>
<td>Rights &amp; Freedoms – Civil Rights</td>
</tr>
<tr>
<td>Groups in Ancient Societies</td>
<td>Popular Culture – Movies, Film, Sport</td>
</tr>
</tbody>
</table>

**How are students assessed?**

Students demonstrate their learning through their:

- Knowledge and understanding
- Investigating
- Communicating
- Reflecting

A range of assessment techniques is used including:

- Short answer tests
- Response to stimulus tests
- Research assignments
- Essays
- Multi-modal oral presentations

**Requirements**

Students considering taking a Humanities subject in Years 11 and 12 are strongly encouraged to study at least one Humanities subject in Year 10. The Senior Authority subjects are Ancient History, Modern History, Geography, and Legal Studies. Tourism is a Certificate II course offered by the Humanities Department. Entry to such subjects will be at the discretion of the College if no Humanities Subject was studied in Year 10.
Introduction to Hospitality

Recommended Standard of Entry
It is an advantage if you have studied Food Technology in Year 9, but is not essential.

Why study Introduction to Hospitality?
This elective is for students considering the study of Hospitality in Year 11 and 12. Throughout this course of study, students will be exposed to competency-based assessment.

This unit is beneficial for students interested in a pathway to Home Economics and also the Certificate II in Hospitality (Food and Beverage Focus) and/or Certificate II in Kitchen Operations vocational training qualifications.

What is studied?
Students will undertake a variety of mini units based around different Hospitality competencies. The standards of hygiene and safety will be investigated through a variety of practical learning experiences. This unit of study has a strong focus on practical cookery, which will include skill in food preparation and presentation, knife handling and large equipment. The food and beverage units cover dining room preparation and table service, preparation of non-alcoholic beverage and service. Students will experience an introduction in preparing and serving espresso coffee.

How are students assessed?
Assessment task in Introduction to Hospitality could include:

- Individual and class work folios
- Individual/group practical functions
- Written and verbal questioning
Introduction to Technology Studies

Recommended Standard of Entry
It is suggested that students have completed Year 9 to a ‘C’ standard in either the Wood or the Metal strands of the Design and Living Technology subject area.

Why study Introduction to Technology Studies?
To develop understanding in:
- The designing process (investigation, idea development, interpreting & developing drawings and sustainable use of materials & resources)
- The design sequence & problem solving processes

To develop skills in:
- Invention and innovation
- Manufacturing articles & engineered products that solve technological problems
- Applying practical skills associated with tools, manufacturing processes & stems

What is studied?
Students will be challenged and engaged in areas of study of foundations of Technology safety, manufacturing processes and resources, and they will learn about Design process and sequence.

How are students assessed?
Students are assessed across the three criteria of ‘Knowledge and Application’; ‘Reasoning Processes’; and ‘Production’ using combinations of the following techniques:
- Design projects
- Documentation of the Design Project
- Investigative Analysis
- Design Folio or Report

Requirements
- An interest in solving problems with innovation and invention
- An ability to apply design concepts into a manufactured project
- An ability to meticulously analyse and record findings
- Good practical manufacturing skills
- An understanding of computers and related software (Graphics)
- An ability to present work in a professional manner
Italian

Recommended Standard of Entry

Although it is NOT a requirement, it is suggested that students have completed Year 9 Italian to a ‘C’ level. Students who did not study Italian in Year 9 may enter Year 10 Italian following a discussion with the subject teacher.

Why study Italian?

- After English, Italian is the most widely spoken language in Australia.
- Students of Italian gain access to cultural traditions and creative influences that have a profound and direct effect on Australia and the world.
- Italian is one of the easiest languages for English speakers to learn, as Italian and English are related in pronunciation, grammar, spelling, alphabet, and vocabulary.
- Learning additional languages widens horizons, broadens cognitive experience and cultural perspective and develops communication and intercultural understanding.
- Italy is a popular destination for Australian travellers. The ability to communicate in Italian enriches the travel experience by fulfilling practical needs and opening up opportunities for social interaction with Italian people.
- It also provides opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

What is studied?

Italian offers students an extensive range of themes and topics. The course is designed for students with or without knowledge of the language. Some topics will be treated in greater depth than others, with particular attention to commercial, artistic and cultural aspects of Italy. The course provides a sensible balance between cultural and linguistic elements, however there will be greater emphasis of learning in communicative context. This is to better prepare students for studies of Italian in Years 11 and 12.

The Units covered are as follows:

- **Unit 1:** La Dolce Vita  
  Weather and fashion
- **Unit 2:** Destinazione Italian  
  Travel and Geography
- **Unit 3:** Casa Dolce Casa  
  Houses in Italy and Australia, rooms and furniture, real estate, architecture
- **Unit 4:** Andiamo in città  
  Shopping and accessing services in Italy

How are students assessed?

Students demonstrate their learning through task-based assessment as per unit requirement on:

- Reading
- Writing
- Speaking
- Listening

Requirements

Students considering taking Italian in Years 11 and 12 MUST study Italian in Year 10. Entry into the subject will be at the discretion of the College if Italian was not studied in Year 9 or 10.
Legal Studies

Recommended standard of Entry
Year 10 Legal Studies follows from the study of Humanities in Years 8 and 9. It is a full year subject. Students should have achieved a ‘C’ or higher standard in Year 9 Humanities and/or English.

Why study Legal Studies?
- Legal Studies enables students to understand how the law affects their world and to understand the diverse legal issues that arise in their everyday lives.
- Studying Legal Studies helps students to determine their personal views of the world.
- Legal issues affect the rights and obligations of all citizens.
- Students will gain knowledge to understand the legal frameworks which helps to shape our society.
- Year 10 Legal Studies will also assist in preparing students for the rigours of senior Humanities subjects, as methods of teaching and types of assessment will be closely modelled on the senior subjects.

What is studied?
Legal Studies offers students an extensive range of topics covering Australia’s legal system, lawmaking, and current legal issues. In particular, Year 10 students will study:
- The Australian legal system
- Juveniles and the law
- Youth cultures and the media
- Sport and the law
- Jobs and the law

How are students assessed?
Students demonstrate their learning through their:
- knowledge and understanding
- investigation
- evaluation
- communication and research skills

A range of assessment techniques is used including:
- short and extended response tests
- non written presentations
- inquiry and research
- responses to stimulus materials

Requirements
Students considering taking a Humanities subject in Years 11 and 12 are strongly encouraged to study at least one Humanities subject in Year 10. The Senior Authority subjects are Ancient History, Modern History, Geography, and Legal Studies. Tourism is a Certificate II course offered by the Humanities Department. Entry to such subjects will be at the discretion of the College if no Humanities Subject was studied in Year 10.
Media Arts

Media Arts Focuses on the *Making of Media Artworks*, including the design and production of film projects using a range of technologies and communications.

Along with this, Media Arts also provides opportunities for the students to explore, view and analyse media culture, *Responding*.

Students will learn, develop and build on their skills in moving image production, camerawork, editing programs, basic lighting, and ‘green screen’ technology through practical, ‘hands on’ tasks. They will work individually and in small teams to create film productions and props required for specific production projects.

The students will get the opportunity to:
- Create storyboards/cartoons
- Develop website concepts
- Develop camera skills, (panning, tracking, tilting, framing & composition)
- Utilise editing software
- Create props for production
- Produce short films

What is studied?
- Semester 1 – Introduction to Media Arts, exploration of film production, (‘Swift’), media design, short film competition, interviews, film viewing and analysis.
- Semester 2 – Exploration of film as art, experimental film, audio recording, film viewing and analysis.

How are students assessed?

Two dimensions are used to assess student achievement in Media Arts:
- Making – film productions, film design, scripting, storyboarding, capturing footage, editing
- Responding - interpreting, analysing, reflecting and evaluating media products

*Media Arts is exactly what it claims to be, an exploration of the art form that is today’s Media – technical, creative, imaginative, powerful.*

(Please note, the study of Media Arts in Year 9 is not a prerequisite for studying Media Arts in Year 10)
Music

Music is exploring, performing, creating, listening and responding to sound and silence. In Music, students engage with music from diverse cultures and places. Through this practice they construct and communicate ideas, meanings and values about their personal, social and cultural worlds. Like all art forms music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Why study Music?

Students learn the language, skills, techniques and knowledge of music in increasing depth and complexity with ongoing and disciplined practice. Students work with the elements and materials of music to develop musicianship, critical thinking and aesthetic understanding. Students’ active participation in music fosters learning for life-long well-being, developing understanding of other times, places, cultures and contexts.

What is studied?

The following 4 units are studied over the course of the year:

Sound Thinking
The course begins with the foundation unit Sound Thinking, which is designed to develop a basis on which the Senior Syllabus can be introduced, with a basic understanding of music notation, aural musicianship, basic instrument skills and analysis skills.

A Theme or Motif
This unit continues to develop students Aural Analysis Skills for future learning, with a focus on the Musical Elements as outlined in Senior Syllabus. Through the study of music themes and motifs, students explore composing techniques.

I Got Rhythm
Through the study of various Cultural music students will develop their understanding of rhythmic notation and percussion instruments. The Aural Musicianship focus on Rhythmic patterns allows students to perform and compose confidently.

The World’s a Stage
The focus of this unit is on Ensemble and Solo performance skills. Students will learn to manipulate the Musical Elements through performance, whilst developing their performance and rehearsal skills.

How are students assessed?

Throughout the course, students will be assessed on the 3 main disciplines of Music:

- Performing
- Composing
- Analysing
**Sport Excellence**

**Course Costing:** $320

Students who have been successful in the application process of the Elite Sports Academy will be eligible to participate in the Sports Excellence Course. To obtain Application forms students must contact the HPE Curriculum Coordinator Mr Lucas

**Why study Sport Excellence?**

The Sport Excellence Course is based on developing students’ abilities and skills with an aim of maximising the potential of each student. The focus sports in the Excellence program are Netball, Basketball, Rugby Union/League and Touch Football. Students with an interest and ability in these areas are encouraged to join this subject.

Students will gain knowledge in all fitness related areas with a particular focus on their chosen sport:

- Sport specific coaching will be provided for Rugby Union/League, Netball, Basketball and Touch Football.
- Students will develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment in their sport.

**What is studied?**

The Sport Excellence Course will be conducted in terms including an introduction to exercise science, nutrition, fitness, strength and conditioning, first aid, coaching and officiating. It is the aim of the subject to give the student an increased understanding of their particular sport. At the completion of the course students should be able to efficiently train themselves and others as well as being able to play a further role in the community within their sport.

Students will be expected to contribute to their chosen sport within the College throughout the year. This includes TAS, House Competitions and Middle Phase classes.

**How are students assessed?**

Students will be assessed on their participation in all activities. Each topic will be assessed in

- Written form by virtue of assignments
- Exams
- Oral and physical presentations
- Games
- Demonstrations

The students will also be assessed on their progression in their sport.

**Requirements**

The cost of all coursework, equipment, some sport specific coaching and outings is included in the annual fee of approximately $320.

*To ensure the course is able to meet its aim, all enrolments will be assessed before they can be confirmed.*
Visual Arts

Recommended Standard of Entry
This subject is for students who wish to gain more skills and knowledge in Visual Arts. This unit is a more advanced course of study developing on the skills learnt in Year 9 and prepares students for the type of work that they will encounter in the Senior Visual Arts course. It would be an advantage if students have studied Visual Arts at some stage in Year 9, but it is not essential.
It is recommended that students who wish to successfully study Senior Visual Art should have studied Visual Arts across Years 8 to 10.

Why study Visual Arts?
Visual Arts offers a unique way for students to communicate and connect with their world using critical and creative thinking. It encourages the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. Cognitive learning in Visual Arts develops students’ abilities to think and solve complex arts problems with intuition, creativity and imagination through problem-solving and research skills.

What is studied?
Visual Arts focuses on students making and appraising images and objects. Students develop perceptual and conceptual understandings of visual language enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present. They engage in experiences to develop personal expression, aesthetic judgement and critical awareness and a sense of satisfaction and enjoyment in making images and objects and experiencing display.

The following 2 units are studied over the course of the year:

Rebels and Precursors
This unit explores social and technological events of the 19th and 20th Centuries that have helped shape artistic practices. Students will investigate Modernist art movements and artists who reacted to the established views and thinking of their day, through the exploration of a variety of media.

Pushing the Boundaries
Artists have often turned to alternative activities as one way of expressing their ideas and challenging existing attitudes. This unit will focus on contemporary art theories, forms and practices such as conceptual art, installation, performance, collaborative projects and digital technologies.

How are students assessed?
Visual Arts outcomes are organised in terms of making and appraising images and objects. Throughout the course, students will be assessed on their ‘Knowledge and Understanding’ and ‘Ways of Working’.
Dance

Certificate I in Dance

The Registered Training Organisation is St Columban’s College - 30351

Course Costing: $200 per year

Why study Dance?

This qualification allows learners to develop basic skills and knowledge to prepare for work in the live performance industry. This qualification can also lead to non-dance based qualifications in this Industry: Management, Technical services, Production Design and Teaching.

South East Queensland is one of Australia’s growing Arts and Dance precincts. The artistic importance of Dance in Australian society is increasing and therefore is a source of expanding employment opportunities for students.

The Certificate I in Dance is a nationally accredited course, part of the Live Performance and Entertainment Training Package. A completed Certificate I in Dance may lead to Certificate II in Dance (offered in grade 11 and 12). Opportunities to further these qualifications are available in later years are available: Certificate III, Certificate IV in Dance, Certificate IV, Diploma and Advanced Diploma.

What is studied?

Dance is designed to provide students with a variety of artistic, intellectual, technical and workplace skills required in the Dance and performance industry. The Certificate I in Dance is very flexible and is designed to meet a broad range of dance, live performance and entertainment industry skill requirements including; dance technique, safe dance practice, application of knowledge, communication, understanding of cultural identity, teamwork, problem solving, initiative, planning, organisation, and self-management.

The national CUA Live Performance and Entertainment Training Package core modules have been incorporated throughout the course. Students must successfully complete the three core units and three elective units to be awarded CUA10111 Certificate I in Dance.

CUA10111 Certificate I in Dance

Units of Competency are as follows:

Core Units:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUADAN101</td>
<td>Develop foundation Dance techniques</td>
</tr>
<tr>
<td>CUSWHS101</td>
<td>Follow safe Dance practice</td>
</tr>
<tr>
<td>CUFIN201A</td>
<td>Develop and apply creative arts industry knowledge</td>
</tr>
</tbody>
</table>

Elective units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUADAN105</td>
<td>Develop foundation street dance technique</td>
</tr>
<tr>
<td>CUADAN106</td>
<td>Develop foundation cultural dance technique</td>
</tr>
<tr>
<td>CUVATS101A</td>
<td>Develop understanding of own Aboriginal or Torres Strait Islander identity</td>
</tr>
</tbody>
</table>
Over the 1 year course the student’s will study the units of competencies, which will be incorporated into the following course structure and topics.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Dance Around the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Contemporary Dance</td>
</tr>
<tr>
<td>Term 3</td>
<td>Post Modern Dance</td>
</tr>
<tr>
<td>Term 4</td>
<td>Let’s Get on With the Show</td>
</tr>
</tbody>
</table>

**How are students assessed?**

Assessment for the Certificate I in Dance will be related to real life industry situations and is based on the consistent demonstration of competencies.

A variety of assessment techniques will be used including but not limited to:
- Portfolios
- Observations
- Written responses
- Role-plays etc.

As this subject is a recognised VET course all assessment is Competency based.

**Students must successfully complete all Modules and Units of Competencies to achieve the Certificate I.**

**Requirements**

An integral part of Dance is field trips to various workplaces and venues in the South East Queensland region as well as interaction with Artists. Also required is involvement in College events such as the College Open Day, Dance Night and Arts Evening, which are scheduled in the College calendar. There may be costs associated with field excursions, and work experience. Students will be required to be dressed in College Dance shirt and black pants when involved in College events.
Certificate III in Fitness SIS30313

The Registered Training Organisation is College of Health and Fitness – 30798

Course Costing: All costs to complete the course(s) will be payable in Year 11

Recommended Standard of Entry

Satisfactory completion of Year 9 English and Year 9 Health and Physical Education or Sport Excellence is recommended.

The course in Year 10 is designed as a taster for those considering completing both the Certificate III and IV in Fitness in Years 11 and 12. Modules completed in Year 10 will carry over to allow an early completion of the Certificate III and commencement of the Certificate IV.

Why study Fitness?

The Fitness course is based on the modules and competencies of study included in the Certificate III in Fitness Course (through the Australian Sport and Fitness Council).

- Students will gain knowledge in all fitness related areas with a particular focus on sport.
- Students gain an opportunity to participate in physical activity and sport, while developing knowledge and skills necessary in Sport and the Fitness Industry.
- Students will develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment in the Fitness Industry.

The Certificate III in Fitness is the entry level qualification required to work in the fitness industry.

What is studied?

The Fitness Course will be conducted in modules including exercise science, nutrition, orientation and fitness assessment, fitness programming, equipment maintenance, strength and conditioning, advanced first aid, gym instructing, requirements of specific populations, leadership in sport and recreation, Occupational Health and Safety, Sport and Recreation Law, Process client complaints and operating computing packages.

SIS30313 Certificate III in Fitness

Units of Competency are as follows:

- SISFFIT301A Provide fitness orientation and health screening
- SISFFIT302A Provide quality service in the fitness industry
- SISFFIT303A Develop and apply an awareness of specific populations to exercise delivery
- SISFFIT305A Apply anatomy and physiology principles in a fitness context
- SISFFIT306A Provide healthy eating information to clients in accordance with recommended guidelines
- SISXFAC207 Maintain sport, fitness and recreation equipment for activities
- SISXIND101A Work effectively in sport and recreation environments
- SISXOHS101A Follow occupational health and safety policies
- SISXRSK301A Undertake risk analysis of activities
- HLTAD003 Provide First Aid
- SISFFIT304A Instruct and monitor fitness programs
- SISFFIT307A Undertake client health assessment
- SISFFIT308A Plan and deliver gym programs
- SISSSIT312A Plan and deliver an endurance training program
How are students assessed?
Students will undertake competency-based assessment towards the achievement of the Certificate including:

- gathering evidence
- making judgements on whether the student can consistently demonstrate knowledge and skill
- application of the knowledge and skill to the standard of performance required in the workplace
Certificate I in Furnishing

The Registered Training Organisation is St Columban’s College - 30351

Course Costing: $130

Recommended Standard of Entry

It is highly recommended that students entering this course have completed Designing with Wood at Year 9 level.

Why study Furnishing?

This qualification provides an introduction to the furnishing industry and provides useful skills for recreation and career options.

What is studied?

MSF10113 Certificate I in Furnishing

The units of competency incorporated in the subject are as follows:

- MSAPMOHS100A Follow OHS procedures
- MSAPMSUP102A Communicate in the Workplace
- MSAPMOPS101A Make measurements
- MSAPMSUP106A Work in a team
- MSAENV272B Participate in environmentally sustainable work practices
- MSFFM1001 Construct a basic timber furnishing product
- MSFFM2001 Use furniture making sector hand and power tools
- MSFFM1002 Operate basic woodworking machines

How are students assessed?

Students are assessed on competency of the units studied using a variety of:

- Projects
- Folio work
- Verbal questioning
- Observations

Requirements

The furnishing industry strongly affirms that training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment.

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate II.
Hairdressing 1

Certificate II in Hairdressing

SIH20111

The Registered Training Organisation is St Columban’s College - 30351

Course Costing: $700 per year

Equipment Kit costs: $170

Recommended Standard of Entry

There are no pre-requisites for this course however a ‘C’ Standard of Literacy is desirable.

Why study Hairdressing?

- The program offers practical work combined with vocational placement
- Students will train in Sion, the Hairdressing Salon in the College Trade Training Centre
- Successful completion of this certificate may assist towards a Certificate III in Hairdressing (trade qualification)

What is studied?

This course will be delivered one day a week for 2 Semesters. Students receive basic training in health, hygiene, communication, greeting clients, shampooing skills, scalp treatments, braiding, blow drying and reception duties. Thirteen(13) units of competency must be successfully completed – 8 core and 5 elective units to attain the Certificate II in Hairdressing.

SIH20111: Certificate II in Hairdressing

Units of Competency are as follows:

- SIHHIND202A: Develop hairdressing industry knowledge
- SIHHIND201A: Maintain and organise tools, equipment and work areas
- SIHHOHS201A: Apply salon safety procedures
- SIHHBAS201A: Perform shampoo and basin treatment services
- SIHHCCS201A: Greet and prepare clients for salon services
- SIRXCOM001A: Communicate in the workplace
- BSBSUS201A: Participate in environmentally sustainable work practices
- SIHXCCS201A: Conduct financial transactions
- SIHHDDS201A: Dry hair to shape
- SIHHDDS202A: Apply hair braiding techniques
- SIHHBAS202A: Perform head, neck and shoulder massage
- SIRXIND001A: Work effectively in a retail environment
- SIHHCLS201A: Apply hair colour products

How are students assessed?

This is a practical based course and students will undertake competency-based assessment. Evidence will be gathered by trainer observation during simulated practical activities, practical client days, oral questioning, folio task activities and third party reports from work placements.

**Students must successfully complete all Modules and Units of Competencies to achieve the Certificate II.**

Requirements

Students are required to source a suitable vocational placement, separate to class times. A total of 50 – 100 hours of Vocational Placement is required for the program. Dress code is black and white clothing, suitable to hairdressing industry standards. It is a Workplace Health and Safety requirement to wear fully enclosed rubber soled shoes. Students will be required to purchase a hairdressing equipment kit from the College, which will cost approximately $170. The list will be provided closer to the start date.